

Iowa Quality Preschool Program Standards Classroom Observation

District: _____
Verifier's Name: _____
Date: _____
Classroom: _____
Observation Time: (Beginning): _____
(Ending): _____

This checklist is used to guide the classroom observation. The observation process should be conducted as unobtrusively as possible in order to make this a positive experience for everyone involved.

Classroom observations should last exactly one hour. Please note time of entry and exit on this form. Verify the teacher (s) and classroom associate names. This is critical for verifying that at least one staff present has documentation of current Pediatric first aid.

Staff present: List names

- 1)
- 2)
- 3)
- 4)

Number of children present: _____

Standard 1: Relationships

IQPPS #	Criteria	Notes
Building Positive Relationships between Teachers and Children		
□ 1.2	Teaching staff evaluate and change their responses based on individual needs. Teaching staff vary their interactions to be sensitive and responsive to differing abilities, temperament, activity levels, and cognitive and social development.	
□ 1.3 Required	Teaching staff never use threats or derogatory remarks and neither withhold nor threaten to withhold food as a form of discipline.	
□ 1.4	Teaching staff talk frequently with children and listen to children with attention and respect. They: <ul style="list-style-type: none"> • respond to children's questions and requests; • use strategies to communicate effectively and build relationships with every child; and, • engage regularly in meaningful and extended conversations with each child. 	
Creating a Predictable, Consistent, and Harmonious Classroom		
□ 1.7 Required Portfolio Facilities	Teaching staff counter potential bias and discrimination by: <ul style="list-style-type: none"> • treating all children with equal respect and consideration; • initiating activities and discussions that build positive self-identity and teach the valuing of differences; • intervening when children tease or reject others; • providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations; and, • avoiding stereotypes in language references. 	
□ 1.8	Teaching staff promote pro-social behavior by interacting in a respectful manner with all staff and children. They: <ul style="list-style-type: none"> • model turn-taking and sharing as well as caring behaviors; • help children negotiate their interactions with one another and with shared materials; • engage children in the care of their classroom; • ensure that each child has an opportunity to contribute to the group; • encourage children to listen to one another; • encourage and help children provide comfort when others are sad or distressed; and, • use narration and description of ongoing interactions to identify pro-social behaviors. 	
Addressing Challenging Behaviors		
□ 1.10 ECSE	Rather than focus solely on reducing the challenging behavior, teachers focus on: <ul style="list-style-type: none"> • teaching the child social, communication, and emotional regulation skills; and, • using environmental modifications, activity modifications, adult or peer support, and other teaching strategies to support the child's appropriate behavior. 	

Promoting Self-Regulation		
<input type="checkbox"/> 1.11	<p>Teaching staff help children manage their behavior by guiding and supporting children to:</p> <ul style="list-style-type: none"> • persist when frustrated; • play cooperatively with other children; • use language to communicate needs; • learn turn taking; • gain control of physical impulses; • express negative emotions in ways that do not harm others or themselves; • use problem-solving techniques; and, • learn about self and others. 	

Standard 2: Curriculum

IQPPS #	Criteria	Notes
Curriculum: Essential Characteristics		
<input type="checkbox"/> 2.7 Portfolio Facilities	The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule provides time and support for transitions, includes both indoor and outdoor experiences, and is responsive to a child's need to rest or be active.	
<input type="checkbox"/> 2.8 Portfolio Facilities	<p>Materials and equipment used to implement the curriculum:</p> <ul style="list-style-type: none"> • reflect the lives of the children and families; • reflect the diversity found in society, including gender, age, language, and abilities; • provide for children's safety while being appropriately challenging; • encourage exploration, experimentation, and discovery; • promote action and interaction; • are organized to support independent use; • are rotated to reflect changing curriculum and accommodate new interests and skill levels; • are rich in variety; and, • accommodate children's special needs. 	
Areas of Development: Social-Emotional Development		
<input type="checkbox"/> 2.12	Children have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.	
Areas of Development: Language Development		
<input type="checkbox"/> 2.15	Children have varied opportunities to develop competence in verbal and nonverbal communication by responding to questions; communicating needs, thoughts and experiences; and describing things and events.	

IQPPS #	Criteria	Notes
<input type="checkbox"/> 2.16 Portfolio	Children have varied opportunities to develop vocabulary through conversations, experiences, field trips, and books.	
<input type="checkbox"/> 2.18 Required Facilities	Children are provided varied opportunities and materials that encourage them to engage in discussions with one another.	
Curriculum Content Area for Cognitive Development: Early Literacy		
<input type="checkbox"/> 2.19 Portfolio	Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom: <ul style="list-style-type: none"> • items belonging to a child are labeled with his or her name; • materials are labeled; • print is used to describe some rules and routines; and, • teaching staff help children recognize print and connect it to spoken words. 	
<input type="checkbox"/> 2.22 Portfolio	Children are regularly provided multiple and varied opportunities to develop phonological awareness: <ul style="list-style-type: none"> • children are encouraged to play with the sounds of language, including syllables, word families, and phonemes, using rhymes, poems, songs, and finger plays; • children are helped to name and point to letters and say the sounds they represent; • children are helped to say and point to words that have the same beginning or ending sounds; and, • children's self-initiated efforts to write letters that represent the sounds of words are supported. 	
Curriculum Content Area for Cognitive Development: Science		
<input type="checkbox"/> 2.28 Portfolio	Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.	
Curriculum Content Area for Cognitive Development: Technology		
<input type="checkbox"/> 2.29	The use of passive media such as televisions, film, videotapes, and audiotapes should be limited to developmentally appropriate programming.	
<input type="checkbox"/> 2.31	Technology is used to extend learning within the classroom and to integrate and enrich the curriculum.	
Curriculum Content Area for Cognitive Development: Health and Safety		
<input type="checkbox"/> 2.33 Portfolio Facilities	Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.	
<input type="checkbox"/> 2.35 Portfolio	Children are provided varied opportunities and materials that increase their awareness of safety rules in their classroom, home, and community.	

IQPPS #	Criteria	Notes
<input type="checkbox"/> 2.37	Children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging.	
<input type="checkbox"/> 2.40	Children have varied opportunities to engage in discussions about fairness, friendship, responsibility, authority, and differences.	

Standard 3: Teaching

IQPPS #	Criteria	Notes
Designed Enriched Learning Environments		
<input type="checkbox"/> 3.1	Teachers organize space and select materials in all content and developmental areas to stimulate exploration, experimentation, discovery, and conceptual learning.	
<input type="checkbox"/> 3.2	Teachers work to prevent challenging or disruptive behaviors through: <ul style="list-style-type: none"> • environmental design; • schedules that meet the needs and abilities of children; • effective transitions; and, • engaging activities. 	
Creating Caring Communities for Learning		
<input type="checkbox"/> 3.4	Teaching staff create and maintain a setting in which children of differing abilities can progress, with guidance toward increasing levels of autonomy, responsibility, and empathy.	
<input type="checkbox"/> 3.5	Teachers help individual children learn socially appropriate behavior by providing guidance that is consistent with the child's level of development.	
<input type="checkbox"/> 3.6	Teachers manage behavior and implement classroom rules and expectations in a manner that is consistent and predictable.	
<input type="checkbox"/> 3.7	Teachers notice patterns in children's challenging behaviors to provide thoughtful, consistent, and individualized responses.	
<input type="checkbox"/> 3.8 ECSE	Teachers address challenging behavior by: <ul style="list-style-type: none"> • assessing the function of the child's behavior; • convening families and professionals to develop individualized plans to address behavior; • using positive behavior support strategies. 	
Supervising Children		
<input type="checkbox"/> 3.9 Required Program	Teaching staff supervise children primarily by sight. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight (e.g., those who can use the toilet independently, who are in the library area, or who are napping).	

IQPPS #	Criteria	Notes
Making Learning Meaningful for All Children		
<input type="checkbox"/> 3.14 Portfolio	Play is planned for each day.	
<input type="checkbox"/> 3.15	Teaching staff help children understand spoken language (particularly when children are learning a new language) by using pictures, familiar objects, body language, and physical cues.	
Using Instruction to Deepen Children's Understanding and Build Their Skills and Knowledge		
<input type="checkbox"/> 3.17 Portfolio	Teachers use their knowledge of content to pose problems and ask questions that stimulate children's thinking. Teachers help children express their ideas and build on the meaning of their experiences.	
<input type="checkbox"/> 3.18 Portfolio	Teachers help children identify and use prior knowledge. They provide experiences that extend and challenge children's current understandings.	

Standard 4: Assessment

No criteria under this Standard.

Standard 5: Health

IQPPS #	Criteria	Notes
Observable Criteria for the Health Standard		
<input type="checkbox"/> 5.7 Facilities Program	<p>For children who are unable to use the toilet consistently, the program makes sure that:</p> <ul style="list-style-type: none"> • staff use only commercially available disposable diapers or pull-ups unless the child has a medical reason that does not permit their use (the health provider documents the medical reason); • for children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit; • cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering; • staff check children for signs that diapers or pull-ups are wet or contain feces (a) at least every 2 hours when children are awake and (b) when children awaken; • diapers are changed when wet or soiled; • staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility; • each changing area is separated by a partial wall or at least three feet from other areas that children use and is used exclusively for one designated group of children. For kindergartners, the program may use an underclothing changing area designated for and used only by this age group; • at all times, caregivers have a hand on the child when being changed on an elevated surface; • in the changing area, staff post and follow changing procedures (as outlined in the Cleaning 	

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	<p>and Sanitations Frequency Table, p. 51). These procedures are used to evaluate teaching staff who change diapers;</p> <ul style="list-style-type: none"> • surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding; • containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can); • containers are kept closed and are not accessible to children; and, • staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day. 	
□ 5.8	<p>The program follows these practices regarding hand washing:</p> <ul style="list-style-type: none"> • staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored; • hand washing is required by all staff, volunteers, and children when hand washing reduces the risk of transmission of infectious diseases to themselves and to others; • staff assist children with hand washing as needed to successfully complete the task; and, • children wash either independently or with staff assistance. <p>Children and adults wash their hands:</p> <ul style="list-style-type: none"> • on arrival for the day; • after diapering or using the toilet (use of wet wipes is acceptable for infants); • after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or any touching of mucus, blood or vomit); • before meals and snacks, preparing or serving food, or handling any raw food that requires cooking (e.g., meat, eggs, poultry); • after playing in water that that is shared by two or more people; • after handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals; and, • when moving from one group to another (e.g., visiting) that involves contact with infants and toddlers/twos. <p>Adults also wash their hands:</p> <ul style="list-style-type: none"> • before and after feeding a child; • before and after administering medication; • after assisting a child with toileting; and, • after handling garbage or cleaning. <p>Proper hand-washing procedures are followed by adults and children and include:</p> <ul style="list-style-type: none"> • using liquid soap and running water; and, • rubbing hands vigorously for at least 10 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, or a dryer; and avoiding touching the faucet with just-washed hands (e.g., by 	

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	<p>using a paper towel to turn off water.)</p> <p>Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute, for hand washing in any situation listed above:</p> <ul style="list-style-type: none"> • staff must wear gloves when contamination with blood may occur; • staff do not use hand-washing sinks for bathing children or removing smeared fecal material; and, • in situations where sinks used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food. 	
□ 5.9 Program	<p>Precautions are taken to ensure that communal water play does not spread infectious disease. No child drinks the water. Children with sores on their hands are not permitted to participate in communal water play. Fresh potable water is used, and the water is changed before a new group of children comes to participate in the water play activity. When the activity period is completed with a group of children, the water is drained. Alternatively, fresh potable water flows freely through the water play table and out through a drain in the table.</p>	
□ 5.11 Program	<p>At least once daily in a program where children older than one year receive two or more meals, teaching staff provide an opportunity for tooth brushing and gum cleaning to remove food and plaque. (The use of toothpaste is not required.)</p>	
Ensuring Children's Nutritional Well-Being		
□ 5.13 Program	<p>Staff take steps to ensure the safety of food brought from home:</p> <ul style="list-style-type: none"> • they work with families to ensure that foods brought from home meet the food requirements of USDA's CACFP; • all foods and beverages brought from home are labeled with the child's name and the date; • staff make sure that food requiring refrigeration stays cold until served; • food is provided to supplement food brought from home, if necessary; and, • food that comes from home for sharing among the children are either whole fruits or commercially prepared packaged foods in factory-sealed containers. 	
□ 5.19	<p>Staff do not offer children younger than four years these foods: hotdogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole.</p>	
Maintaining a Healthful Environment		
□ 5.23	<p>Procedures for standard precautions are used and include the following:</p> <ul style="list-style-type: none"> • surfaces that may come in contact with potentially infectious body fluids must be disposable or made of a material that can be sanitized; • staff use barriers and techniques that minimize contact of mucus membranes or of openings in skin with potentially infectious body fluids and reduce the spread of infectious disease; • when spills of body fluids occur, staff clean them up immediately with detergent followed by water rinsing; 	

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	<ul style="list-style-type: none"> • after cleaning, staff sanitize nonporous surfaces by using the procedure described in the Cleaning and Sanitation table; • staff clean rugs and carpeting by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning; and, • staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container. 	
<input type="checkbox"/> 5.24 Program	A toy that a child has placed in his or her mouth or that is otherwise contaminated by body secretion or excretion is to be (a) washed by hand using water and detergent, then rinsed, sanitized, and air dried or (b) washed and dried in a mechanical dishwasher before it can be used by another child.	
<input type="checkbox"/> 5.26	Classroom pets or visiting animals appear to be in good health. Pets or visiting animals have documentation from a veterinarian or an animal shelter to show that the animals are fully immunized (if the animal should be so protected) and that the animal is suitable for contact with children. Teaching staff supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals. Program staff make sure that any child who is allergic to a type of animal is not exposed to that animal. Reptiles are not allowed as classroom pets because of the risk for salmonella infection.	

Standard 6: Teachers

IQPPS #	Criteria	Notes
Preparation, Knowledge, and Skills of Teaching Staff		
<input type="checkbox"/> 6.1 Required	<p>When working with children, all teaching staff demonstrates the ability to:</p> <ul style="list-style-type: none"> • interact with children without using physical punishment or any form of psychological abuse; • recognize health and safety hazards and protect children from harm; • encourage and provide children with a variety of opportunities for learning; • encourage and provide children with a variety of social experiences; • adapt and respond to changing and challenging conditions in ways that enhance program quality; and, • communicate with children and their families. 	

Standard 7: Families

No criteria under this Standard.

Standard 8: Community Relationships

No criteria under this Standard.

Standard 9: Physical Environment

IQPPS #	Criteria	Notes
Indoor and Outdoor Equipment, Materials and Furnishings		
<input type="checkbox"/> 9.3	Materials and equipment that facilitate focused individual play or play with peers are available in sufficient quantities to occupy each child in activities that meet his or her interests.	
<input type="checkbox"/> 9.4 Facilities	Indoor space is designed and arranged to: <ul style="list-style-type: none"> • accommodate children individually, in small groups, and in a large group; • divide space into areas that are supplied with materials organized in a manner to support children's play and learning; • provide semiprivate areas where children can play or work alone or with a friend; and, • provide children with disabilities full access (making adaptations as necessary) to the curriculum and activities in the indoor space. 	
Outdoor Environmental Design		
<input type="checkbox"/> 9.5 Portfolio Facilities	Outdoor play areas, designed with equipment that is age and developmentally appropriate and that is located in clearly defined spaces with semiprivate areas where children can play alone or with a friend, accommodate: <ul style="list-style-type: none"> • motor experiences such as running, climbing, balancing, riding, jumping, crawling, scooting, or swinging; • activities such as dramatic play, block building, manipulative play, or art activities; and • exploration of the natural environment, including a variety of natural materials such as nonpoisonous plants, shrubs, and trees. <p>The program makes adaptations so children with disabilities can fully participate in the outdoor curriculum and activities.</p>	

Standard 10: Leadership and Management

IQPPS #	Criteria	Notes
Management Policies and Procedures		
<input type="checkbox"/> 10.4 ECSE Program	<ul style="list-style-type: none"> • Written procedures address the maintenance of developmentally appropriate teaching staff-child ratios within group size (see Table 4) to facilitate adult-child interaction and constructive activity among children. • Teaching staff-child ratios within group size are maintained during all hours of operation, including indoor time, outdoor time, and during transportation and field trips (when transporting children, the teaching staff-child ratio is used to guide the adult-child ratio). • Groups of children may be limited to one or may include multiple ages. (A group or classroom consists of the children assigned to a teacher or a team of teaching staff for most of the day and who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger room or area.) 	